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ABSTRACT

"Pursuit of Excellence" is a plan developed through the cooperation of many stakeholders to guide the improvement efforts of the Detroit (Michigan) public schools in 1994-95. The first goal, to guarantee student success, includes objectives for achievement and results on achievement tests and objectives for accreditation, attendance, and student retention. The second goal, to create and maintain a clean, safe, and healthy environment, includes facilities and transportation objectives and initiatives aimed at reducing violence. The third goal, to ensure good management and organizational effectiveness, includes organizational, fiscal, material, and staff-attendance goals. The final goal, to enhance school, parent, and community collaboration, includes adult education, parent participation, volunteering, and school-grading efforts. A vision statement, district objectives for measuring success, and strategies for attaining the objectives are identified for each goal. Sections on implementation, monitoring, reporting, and evaluation are also included. An appendix contains a progress report showing baseline data and targets for the district objectives. (SLD)

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Detroit Public Schools

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PURSUIT OF EXCELLENCE:

THE DETROIT PUBLIC SCHOOLS ACTION PLAN

1994-95

Approved by the Detroit Board of Education
May 10, 1994

David L. Snead, Ph.D.
General Superintendent

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DETROIT PUBLIC SCHOOLS

May 25, 1994

Dear Friends and Colleagues of the Detroit Public Schools,

I am pleased to present ***Pursuit of Excellence: the Detroit Public Schools Action Plan****. This plan, as approved by the Board of Education on May 10, 1994, will guide the school district's improvement efforts during 1994-95.*

Pursuit of Excellence *has been developed through the cooperation of many key stakeholders from the Detroit Public Schools and the broader community. A draft of the plan was presented at a public forum on April 14, 1994, and input from that forum was helpful in developing the final version.*

The mission of Pursuit of Excellence follows:

> ***The Detroit Public Schools will successfully educate all of its students in a clean, safe and healthy school environment.***

In pursuing this mission, we will be directed by four goals which will:

1. ***Guarantee Student Success***
2. ***Create and Maintain a Clean, Safe and Healthy School Environment***
3. ***Ensure Management and Organizational Effectiveness***
4. ***Enhance School, Parent and Community Collaboration***

A vision statement, district objectives for measuring success and strategies for attaining the objectives are identified for each goal in ***Pursuit of Excellence.*** *Sections on implementation, monitoring, reporting and evaluation are also included. A progress report shows baseline data, if available and targets for the district objectives. For those objectives which rely on final 1993-94 data, targets will be established within one month after the data are available.*

The key to accomplishing the mission, goals and objectives will be collaboration. It is my earnest belief that if students, parents, staff, community and Board members embrace the mission, goals and objectives as outlined in ***Pursuit of Excellence*** *and successfully carry out the necessary actions, our school district will attain excellence.*

Sincerely,

David L. Snead, Ph.D.
General Superintendent

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SUMMARY

MISSION

The Detroit Public Schools will successfully educate all of its students in a clean, safe and healthy school environment.

GOAL 1

Guarantee Student Success

GOAL 1 OBJECTIVES

- MEAP Reading, Mathematics and Science
  - Satisfactory Performance
  - Change Classification
  - Certificates of Recognition
- MAT Reading, Mathematics and Science
- Accreditation
- Preschool Classes
- Student Attendance
- Grade Point Average (GPA)
- Four-Year Student Retention Rate
- State Endorsed Diplomas

GOAL 2

Create and Maintain a Clean, Safe and Healthy School Environment

GOAL 2 OBJECTIVES

- School Facilities
- School Cleanliness, Safety and Physical Conditions
- Violent Acts
- Student Transportation

GOAL 3

Ensure Management and Organizational Effectiveness

GOAL 3 OBJECTIVES

- Strategic Plan
- Organizational Structure
- Fiscal Accountability
- Textbooks, Supplies and Materials
- Staff Attendance
  - Schools
  - Offices

GOAL 4

Enhance School, Parent and Community Collaboration

GOAL 4 OBJECTIVES

- Adult Education
- Parent Teacher Conferences
- Volunteers
- Grading of the Detroit Public Schools

SUMMARY
Continued

GOAL 1 STRATEGIES

- Academic Task Force
- Michigan Educational Assessment Program (MEAP) Improvement Plan
- Core Curriculum
- Mathematics and Science Education
- African-Centered Education
- Multicultural Education
- Technology
- Schools of the Future
- Special Education
- Performance Assessment
- Tutorial, Enrichment and Assessment Centers
- Student Attendance Policy

GOAL 2 STRATEGIES

- Clean, Safe and Healthy School Environment
- Responsibility of the Community in Protecting Children
- Bus and Taxicab Routes
- Early Childhood Transportation
- Affective Education
- Extracurricular Activities
- Student Health Information
- School-Based Health Clinics
- Students At Risk
- Student Code of Conduct
- Ombudsman
- Breakfast Programs
- Lunch Programs

GOAL 3 STRATEGIES

- School Improvement Plans
- Budget
- Special Projects Funds
- School Finance Reform
- Capital Improvements
- Staffing
- Staff Development
- Administrative Handbook
- Information Technology
- Employee Relations

GOAL 4 STRATEGIES

- Adult Education Enrollment Plan
- Covenant of Participation
- Parent and Community Resource Centers
- Communications

MISSION

The Detroit Public Schools will successfully educate all of its students in a clean, safe and healthy school environment.

GOALS

Goal 1: Guarantee Student Success	**Goal 3: Ensure Management and Organizational Effectiveness**
Goal 2: Create and Maintain a Clean, Safe and Healthy School Environment	**Goal 4: Enhance School, Parent and Community Collaboration**

OBJECTIVES

AND

STRATEGIES

GOAL 1: GUARANTEE STUDENT SUCCESS

VISION

To assure that students obtain state endorsed diplomas, the district will stress the mastery of those skills that will be measured by the Michigan Educational Assessment Program (MEAP) test. Competency will be demonstrated in written and oral communication as well as the use of effective problem solving and higher order thinking skills. Through a comprehensive educational program, students will acquire the knowledge and skills that result in academic and lifelong success. They will also be afforded career and technical education programs that lead to career advancement opportunities and entrepreneurial ventures.

OBJECTIVES

Reading, 1.1 - 1.4

1.1 Reading: Michigan Educational Assessment Program (MEAP) Satisfactory Performance

Increase from 24 to 26 the percent of students in grades 4, 7 and 10 who meet the State satisfactory performance criteria for MEAP reading.

1994-95 Target	*26*
1993-94	*24*
1992-93	*21*
1991-92	*20*
1990-91	*18*

1.2 Reading: Michigan Educational Assessment Program (MEAP) Change Classification

Increase from 46 to 50 the number of schools achieving the State change classification of "improving" in MEAP reading for grades 4, 7 or 10.

1994-95 Target	*50*
1993-94	*46*
1992-93	*7*

1.3 Reading: Michigan Educational Assessment Program (MEAP) School Certificates of Recognition

Increase from 12 to 16 the number of School Certificates of Recognition schools receive from the state for MEAP reading.

1994-95 Target	*16*
1993-94	*12*
1992-93	*9*
1991-92	*13*
1990-91	*2*

1.4 Reading: Metropolitan Achievement Tests (MAT)

Note: The MAT is being given for the first time in 1994-95. During 1994-95, establish baseline data for the percent of students in grades 1-12 who attain MAT reading scores at or above the national norms.

Mathematics, 1.5 - 1.8

1.5 Mathematics: Michigan Educational Assessment Program (MEAP) Satisfactory Performance

Increase from 20 to 22 the percent of students in grades 4, 7 and 10 who meet the State satisfactory performance criteria for MEAP mathematics.

1994-95 Target	*22*
1993-94	*20*
1992-93	*16*
1991-92	*10*

1.6 Mathematics: Michigan Educational Assessment Program (MEAP) Change Classification

Increase from 108 to 112 the number of schools achieving the State change classification of "improving" in MEAP mathematics for grades 4, 7 or 10.

1994-95 Target	*112*
1993-94	*108*

1.7 Mathematics: Michigan Educational Assessment Program (MEAP) School Certificates of Recognition

Increase from 17 to 21 the number of School Certificates of Recognition schools receive from the state for MEAP mathematics.

1994-95 Target	*21*
1993-94	*17*
1992-93	*10*
1991-92	*7*

1.8 Mathematics: Metropolitan Achievement Tests (MAT)

Note: The MAT is being given for the first time in 1994-95. During 1994-95, establish baseline data for the percent of students in grades 1-12 who attain MAT mathematics scores at or above the national norms.

Science, 1.9 - 1.12

1.9 Science: Michigan Educational Assessment Program (MEAP) Satisfactory Performance

Increase from 45 to 47 the percent of students in grades 5, 8 and 11 who meet the State satisfactory performance criteria for MEAP science, Category 4.

1994-95 Target	*47*
1993-94	*45*
1992-93	*38*
1991-92	*34*
1990-91	*32*

1.10 Science: Michigan Educational Assessment Program (MEAP) Change Classification

Increase from 82 to 86 the number of schools achieving the State change classification of "improving" in MEAP science for grades 5, 8 and 11.

1994-95 Target	*86*
1993-94	*82*
1992-93	*73*
1991-92	*60*

1.11 Science: Michigan Educational Assessment Program (MEAP) School Certificates of Recognition

Increase from 67 to 71 the number of School Certificates of Recognition schools receive from the state for MEAP science.

1994-95 Target	*71*
1993-94	*67*
1992-93	*64*
1991-92	*39*
1990-91	*35*

1.12 Science: Metropolitan Achievement Tests (MAT)

Note: The MAT is being given for the first time in 1994-95. During 1994-95, establish baseline data for the percent of students in grades 1-12 who attain MAT science scores at or above the national norms.

1.13 Accreditation

Note: The accreditation status of a building is defined in Public Act 335 of 1993 as being either summary status, interim status or unaccredited status. During 1994-95, establish baseline data for accreditation status and develop an objective for subsequent years.

1.14 Preschool Classes

Increase by 5 the number of preschool classes.

1994-95 Target	*363*
1993-94	*358*
1992-93	*349*
1991-92	*310*
1990-91	*278*

1.15 Student Attendance

Increase by 4 the number of schools with a student attendance rate of 92 percent or higher.

1994-95 Target	*+4*
1993-94	*****
1992-93	*159*
1991-92	*138*
1990-91	*174*

****To be available at the end of the current school year.*

1.16 Grade Point Average (GPA)

Increase by 4 the number of schools with an overall 2.0 grade point average or higher.

1994-95	*+4*
1993-94	*****
1992-93	*210*
1991-92	*198*
1990-91	*193*

****To be available at the end of the current school year.*

1.17 Four-Year Student Retention Rate

Increase by 2 percentage points the four-year student retention rate.

1994-95	*+2*
1993-94	****
1992-93	*75*
1991-92	*72*
1990-91	*63*

***To be available during the fourth reporting period.*

1.18 State Endorsed Diplomas

Increase by 2 the number of high schools with a 75 percent or higher rate of graduates who receive State endorsements in reading, mathematics and science on their high school diplomas.

1994-95	*+2*	
1993-94	****	
1993-94, 5/3/94	*4*	*(25 schools)****

***To be available during the fourth reporting period.*
****Includes Detroit City High School and Frederick Douglass Academy.*

Writing

Note: The State basic proficiency test in writing is being developed for students scheduled to graduate in 1997. During the first year that the test is given, establish baseline data for writing and prepare an objective for subsequent years.

Social Studies

Note: The State basic proficiency test in social studies is being developed for students scheduled to graduate in 1999. During the first year that the test is given, establish baseline data for social studies and develop an objective for subsequent years.

STRATEGIES

1A. Academic Task Force

Implement the priority recommendations of the Academic Task Force.

1B. Michigan Educational Assessment Program (MEAP) Improvement Plan

Implement the Michigan Educational Assessment Program (MEAP) Improvement Plan.

1C. Core Curriculum

Implement a core curriculum that is aligned with the State model.

1D. Mathematics and Science Education

Develop and implement a plan which is consistent with the Detroit Board of Education's K-12 Mathematics and Science Resolution.

1E. African-Centered Education

Implement a comprehensive African-Centered education program which is consistent with the Detroit Board of Education's African-Centered Education Resolution.

1F. Multicultural Education

Develop a comprehensive multicultural education plan which is consistent with the Detroit Board of Education's Multicultural Resolution.

1G. Technology

Develop a plan to infuse technology and its application throughout the curriculum.

1H. Schools of the Future

Develop Schools of the Future through empowerment, public schools of choice, restricted charters, Detroit Compact, professional development schools and theme schools.

1I. Special Education

Implement inclusive educational strategies for students with special needs.

1J. Performance Assessment

Expand performance assessment especially for students entering middle level education.

1K. Tutorial, Enrichment and Assessment Centers

Establish tutorial, enrichment and assessment centers.

1L. Student Attendance Policy

Implement the district student attendance policy.

GOAL 2: CREATE AND MAINTAIN A CLEAN, SAFE AND HEALTHY SCHOOL ENVIRONMENT

VISION

The educational environment of each school will be conducive to learning. Buildings will reflect a clean, safe and healthy atmosphere that generates a positive attitude toward learning. In a nurturing setting, students will be motivated to develop to their fullest potential.

OBJECTIVES

2.1 School Facilities

Develop a school facility utilization plan which rectifies the deferred severe maintenance needs of schools and provides all students with a full range of curricular offerings.

2.2 School Cleanliness, Safety and Physical Conditions

Note: During 1994-95, establish baseline data for the number of schools which exhibit exemplary standards of school cleanliness, safety and physical condition based on established criteria.

2.3 Violent Acts

Decrease by 2 percent the number of violent acts (student code violations, classification 3).

1994-95 Target	*-2*	*****
1993-94	*****	*****
1992-93,	*+6*	*850*
1991-92	*+13*	*800*
1990-91		*705*

****To be available at the end of the current school year.*

2.4 Student Transportation

Decrease by 1.5 percent the actual cost of student transportation.

1994-95 Target	*-1.5 percent*	*$36.98 million**
1993-94	*+2.4 percent*	*$37.54 million* (estimate**)*
1992-93		*$36.67 million**

**Does not include the cost of Detroit Department of Transportation bus passes for high school students.*
***To be available at the end of the current school year.*

STRATEGIES

2A. Clean, Safe and Healthy School Environment

Incorporate a clean, safe and healthy school environment objective into school improvement plans.

2B. Responsibility of the Community in Protecting Children

Implement the Covenant of Participation recommendations related to the responsibility of the community in protecting children.

2C. Bus and Taxicab Routes

Consolidate the number of student transportation bus and taxicab routes.

2D. Early Childhood Transportation

Phase out the specialized transportation of preschool and kindergarten students.

2E. Affective Education

Incorporate an affective education objective into school improvement plans.

2F. Extracurricular Activities

Expand extracurricular programs for students.

2G. Student Health Information

Establish a database of student health information including immunization status.

2H. School-Based Health Clinics

Expand the number of school-based health clinics.

2I. Students At Risk

Provide for the early identification of students at risk and establish exemplary alternative educational programs for such students, e.g., parenting teens, homeless, suspended, expelled, administratively transferred and traumatized by death, drugs, violence and divorce.

2J. Student Code of Conduct

Provide information, orientation and training regarding the revised Student Code of Conduct.

2K. Ombudsman

Appoint an ombudsman for students and staff.

2L. Breakfast Programs

Expand the number of breakfast programs for students.

2M. Lunch Programs

Enhance the nutritional value of lunch programs for students.

GOAL 3: ENSURE MANAGEMENT AND ORGANIZATIONAL EFFECTIVENESS

VISION

The Detroit Public Schools will develop a new five-year strategic plan and continue to develop school improvement plans consistent with the school district's mission, goals and objectives. Human, fiscal and material resources will be organized and administered in an effective and efficient manner and cost containment measures will be instituted. The district will maintain a balanced budget which provides schools with the necessary funds with which to operate and to implement instructional programs that are adequately supported with textbooks and supplies. Resources will be allocated in a responsible manner that is equitable for schools and their students. Professional growth and development will enhance the district's ability to demonstrate continuous improvement.

OBJECTIVES

3.1 Strategic Plan

Develop a five-year district strategic plan.

3.2 Organizational Structure

Develop an organizational structure that is aligned to district goals.

3.3 Fiscal Accountability

Maintain a balanced budget.

3.4 Textbooks, Supplies and Materials

Note: During 1994-95, establish baseline data for the number of schools whose principals and teachers give a satisfactory rating to the services they received in terms of textbooks, supplies and materials.

Staff Attendance, 3.5 - 3.6

3.5 Staff Attendance--Schools

Increase by 4 the number of schools with a staff attendance rate of 96 percent or higher.

1994-95 Target	*+4*
1993-94	*****
1992-93	*125*
1991-92	*120*
1990-91	*155*

****To be available at the end of the current school year.*

3.6 Staff Attendance--Offices

Increase by 4 the number of offices with a staff attendance rate of 96 percent or higher.

1994-95 Target	*+4*	
1993-94,	*****	*(113 offices)*
1992-93	*48*	*(118 offices)*

****To be available at the end of the current school year.*

STRATEGIES

3A. School Improvement Plans

Develop school improvement plans that support the district's mission, goals and objectives and involve all constituencies in site-based decision making.

3B. Budget

Establish and maintain an equitable allocation of financial resources to schools.

3C. Special Projects Funds

Ensure that special project funds including Chapter 1 support the district mission, goals and objectives.

3D. School Finance Reform

Pursue a state constitutional amendment to define and guarantee equity, adequacy and stability in funding for the Detroit Public Schools.

3E. Capital Improvements

Acquire additional funding for capital improvements.

3F. Staffing

Fill vacancies with qualified staff in a timely manner.

3G. Staff Development

Implement a Comprehensive Professional Development Plan which includes a required series for administrators, teachers, paraprofessionals and other support staff.

3H. Administrative Handbook

Update the administrative handbook.

3I. Information Technology

Increase information technology for schools and offices.

3J. Employee Relations

Establish and maintain collaborative relationships with employee bargaining units.

GOAL 4: ENHANCE SCHOOL, PARENT AND COMMUNITY COLLABORATION

VISION

Collaboration is the key to the successful education of all of our students. Involvement by parents and community is essential for supporting student learning. An open line of communication between the school and the home will be maintained through newsletters, parent conferences and other contacts. Adult education programs will be enhanced so students who complete their educational programs may become employed or avail themselves of advanced educational opportunities. Volunteers in our schools will significantly enhance the district's efforts to provide a quality education in a clean, safe and healthy environment.

OBJECTIVES

4.1 Adult Education

Note: During 1994-95, establish baseline data for the number of adult education students who receive either a General Education Development (GED) certificate or a high school diploma.

4.2 Parent Teacher Conferences

Increase by 6 the number of schools with a parent teacher conference rate of 75 percent or higher.

1994-95 Target	*+6*
1993-94	*****
1992-93	*155*
1991-92	*119*
1990-91	*101*

****To be available during the fourth reporting period.*

4.3 Volunteers

Note: During 1994-95, establish baseline data for the number and type of volunteers, amount of volunteer service performed and other volunteer information.

4.4 Grading of the Detroit Public Schools

Increase by 2 the percent of parents of Detroit Public Schools students who grade the Detroit Public Schools A, B or C.

1994-95 Target	*+2*
1993-94	*****
1992-93	*74*
1991-92	*70*
1990-91	*68*

****To be available June 1994.*

STRATEGIES

4A. Adult Education Enrollment Plan

Implement the adult education enrollment plan.

4B. Covenant of Participation

Implement the district advocacy plan developed by the 1994 Detroit Public Schools Covenant of Participation.

4C. Parent and Community Resource Centers

Expand the number of parent and community resource centers.

4D. Communications

Maintain effective internal and external communications.

IMPLEMENTATION

All staff members are responsible for ensuring that the district objectives in Pursuit of Excellence are attained.

Schools will continue to prepare school improvement plans consistent with the district's mission, goals and objectives. Since three-year school improvement plans were developed beginning in 1993-94, schools will update their 1993-94 school improvement plans for 1994-95 by adding or revising objectives and developing appropriate strategies and implementation plans.

Units (divisions, departments, offices) will also develop plans consistent with the district's mission, goals and objectives. To facilitate such efforts, an optional strategy implementation plan format has been included in the appendix.

All administrators will continue to develop performance review plans which reflect the district objectives in relationship to their position descriptions.

MONITORING

Principals and unit heads (division heads, department heads and office heads) will monitor implementation efforts on a regular basis and take corrective actions, as needed, to ensure that implementation plans are proceeding in an appropriate and timely manner.

REPORTING

The General Superintendent and members of the Superintendent's Cabinet will prepare quarterly performance review reports showing the progress being made on the objectives in Pursuit of Excellence. The District Objectives Progress Report will show attainment of district objectives and whether or not targets are met.

EVALUATION

Evaluation is an important component of the planning process. A product evaluation will measure the success of the district in meeting the stated objectives in Pursuit of Excellence by comparing outcomes to targets. This rigorous examination is required so that students, parents, staff, community and Board members can assess progress toward goal attainment.

The District Objectives Progress Report and individual district objectives reports, such as those on the Michigan Educational Assessment Program, California Achievement Test and student and staff attendance, will document district attainment of objectives. Reports will be prepared four times a year on objectives which are tied

to student report cards or lend themselves to quarterly reporting. Reports on other objectives will be prepared as appropriate.

At the same time, a process evaluation will examine the strategies used to attain the objectives. To this end, the implementation of strategies listed in the plan will be reviewed and monitored regularly. This activity allows the district to adjust strategies and resources as needed to respond better to student needs.

Units will prepare concise reports to describe the level of implementation of the strategies and identify the facilitating and inhibiting factors.

APPENDIX

District Objectives Progress Report

	90-91 Attain-ment	91-92 Attain-ment	92-93 Attain-ment	93-94 Attain-ment	1994-95 Target	1994-95 Attain-ment	1994-95 Met or Not Met
Goal 1: Guarantee Student Success							
Reading							
MEAP (% Satisfactory)	18	20	21	24	26		
MEAP "Improving" Class. (No. Schs.)			7	46	50		
MEAP Certif. of Recognition (No. Schs.)	2	13	9	12	16		
MAT (% at Grade Level)					*(Baseline Yr.)*		
Mathematics							
MEAP (% Satisfactory)*		10	16	20	22		
MEAP "Improving" Class. (No. Schs.)				108	112		
MEAP Certif. of Recognition (No. Schs.)		7	10	17	21		
MAT (% at Grade Level)					*(Baseline Yr.)*		
Science							
MEAP (% Category 4)	32	34	38	45	47		
MEAP "Improving" Class. (No. Schs.)		60	73	82	86		
MEAP Certif. of Recognition (No. Schs.)	35	39	64	67	71		
MAT (% at Grade Level)					*(Baseline Yr.)*		
Accreditation (No. Schs.)					*(Baseline Yr.)*		
Preschool Classes (No.)	278	310	349	358	363		
Student Attendance (No. Schs. ≥ 92%)	174	138	159		+4		
Grade Point Average (No. Schs. ≥ 2.0)	193	198	210		+4		
Four-Year Retention Rate	63	72	75		+2		
State-Endorsed Diplomas (No. Schs. ≥ 75%)				*(Baseline Yr.)*	+2		
Goal 2: Create & Maintain a Clean, Safe & Healthy School Environment							
School Facilities					Meet		
Sch. Clean., Safety & Phys.Cond. (No. Schs.)					*(Baseline Yr.)*		
Violent Acts (% Change)		+6	+8		-2		
Student Transportation (% Change)			+2.4		-1.5		
Goal 3: Ensure Management & Organizational Effectiveness							
Strategic Plan					Meet		
Organizational Structure					Meet		
Fiscal Accountability					Meet		
Text., Supp. & Mat. (No. Schs. Satis.)					*(Baseline Yr.)*		
Staff Attendance -- Schools (No. ≥ 96%)	155	120	125		+4		
Staff Attendance -- Offices (No. ≥ 96%)			48		+4		
Goal 4: Enhance School, Parent & Community Collaboration							
Adult Education GED or Diploma (No. Stud.)					*(Baseline Yr.)*		
Parent Teacher Conf. (No. Schs. ≥ 75%)	101	119	155		+6		
Volunteers					*(Baseline Yr.)*		
Grading the DPS by Parents (%A,B, or C)	68	70	74		+2		

Notes: When no numerical target is established, the word "Meet" is used.

PLANNING PROCESS

STRATEGY IMPLEMENTATION PLAN

STRATEGY NUMBER _____:

SUPPORTS OBJECTIVE NUMBERS:

RESPONSIBILITY (Name, Position, Unit):

IMPLEMENTATION TASKS	UNIT(S) RESPONSIBLE	RESOURCES TO BE USED	TIMELINE Beginning/Completion

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DETROIT PUBLIC SCHOOLS

David L. Snead, Ph.D., *General Superintendent*

The Board of Education of the school district of the City of Detroit does not discriminate in course offerings to any student on the basis of race, sex, color, creed, national origin, religion, marital status or handicap, as required by Titles VI and VII of the Civil Rights Act of 1964 as amended, Title IX of the Education Amendments of 1972 and Section 504 of the Handicap Act of 1973.

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